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One hundred pages are devoted to Lewis and Clark's expedition into the northern part of the territory and the Oregon country. The later explorations, from those of Pike to those of Bonneville and Frémont, are described too briefly in thirty-nine pages. The rest of the space is devoted to "The Building of the West." In the long appendix each one of the states carved from the Louisiana Territory is treated as to area and increase of population, agriculture and manufactures, with tables showing the growth of raw and manufactured products, and a résumé of the more important historical events with dates. The index increases the usefulness of the book as a work of reference.

An Elementary American History. By D. H. MONTGOMERY. Boston: Ginn & Co. Pp. 306.

This textbook, the latest of the "Montgomery Series," "has been prepared to meet the demand for a short continuous narrative history of our country, suited to the wants of elementary pupils." Compared with other textbooks of its kind, it has merit. The language is simple, and there are many illustrations and maps.

However, at the best, a United States history of this size can be only an outline, a statement of facts in chronological order, a series of generalizations and abstractions which have little educational value unless worked out by the pupils themselves. This is only another example of a book constructed on the college plan, with shorter paragraphs and more simple language. The supposition seems to be that the child cannot understand the language of the larger book, but that he can understand the complex political situations of the past, and that to memorize the more or less isolated facts is to be learning history.

Running the River. By GEORGE CARY EGGLESTON. New York: A. S. Barnes & Co. Pp. 295. \$1.50.

The adventures of three brothers and a sister in managing a "store boat" on the Illinois River before the days of railroads in the region. Full of information, but written with little comprehension of the keenness of children in detecting the unnatural and pedantic in boys and girls, even in a story, and the consequent rejection of their companionship.

HARRY O. GILLET.

THE UNIVERSITY OF CHICAGO
Elementary School.

Elementary Algebra. By J. H. TANNER, PH.D., Assistant Professor of Mathematics in Cornell University. American Book Co., 1904. Pp. ix + 364. \$1.00.

Another number of the "Modern Mathematics" series, of which Professor Lucius Augustan Wait, of Cornell University, is general editor, has recently appeared in this text. The high reputation of the series for scientific excellence and logical rigor is a sufficient guarantee of the excellence of this volume in these particulars. The criticism we have to offer against the secondary texts in this series is that they formalize, to an extent quite unattainable by a high-school student, the subject-matter treated. This book is not exempt from this academic weakness. This is, of course, "a failing that leans to virtue's side," but still the extent to which this is carried makes it a decided failing.